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ABSTRACT

Three major themes dominated the results of a 1973 survey conducted for the Children's Television Workshop in ghetto areas of New York, Chicago, and Washington, D.C. First, comparison of survey data with data from studies conducted in 1970 and 1971 showed that Sesame Street had become an institution with ghetto children, its penetration and frequency of viewing growing with each passing year. Second, the program had demonstrated that it could overcome theproblems of being limited to UHF channels. Finally, it was found that The Electric Company, developed as a program for school-aged children, had attracted a significant viewing audience among two to five year olds as well. The survey results are presented in detail with verbatim quotes from mothers and children. (PF)

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A REPORT ON THE ROLE AND PENETRATION OF SESAME STREET IN GHETTO COMMUNITIES

(Bedford Stuyvesant, East Harlem, Chicago and Washington, D. C.)

Prepared for

Children's Television Workshop

April, 1973

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IR 003 439

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SECTION I

INTRODUCTION

This is a report on a study conducted for Children's Television Workshop on the performance of Sesame Street and the Electric Company in ghetto areas.

The primary objectives of this study are:

1. To determine the extent to which Sesame Street is continuing to successfully reach underprivileged pre-school children and compare its current performance with bench mark data from the previous studies in 1970 and 1971.

2. To develop initial bench mark readings of the size and frequency of at-home viewing of the Electric Company program among preschool age ghetto children.

Other purposes of the study include:

...Comparing the penetration of Sesame Street in different cities; and on weekdays versus weekends, at different times of the day, and on different channels within each city.

...Ascertaining the number of school age children who continue to watch Sesame Street despite the advent of the Electric Company.

...Obtaining the mother's impressions of the long range effect of previous Sesame Street viewing on children now in school.

SECTION II

RESEARCH DESIGN AND METHODOLOGY

The Research Design

This study covers the same four major ghetto areas covered in the studies conducted in 1970 and 1971--Bedford Stuyvesant and East Harlem in New York City; the inner city of Washington, D. C. and the Black slums of Chicago.

We used identical sampling instructions, field interviewing procedures, validation techniques, and, where possible, parallel questions to the previous studies. This enabled us to guarantee reliable and projectable results and to draw valid comparisons with the 1970 and 1971 studies.

The questionnaire was designed to yield both factual data about viewing habits of Sesame Street and the Electric Company and attitudinal data based on verbatim opinions.

Qualifications of Respondents

To qualify for the interview, a respondent had to either have children between the ages of 2 and 5 who were neither in day care nor nursery schools during the day, or to care for other children of the same age on a regular (5 day a week) basis in the household in which the interview was conducted.

All interviewing was done during the day to insure that the mother or babysitters were at home during these hours and could speak from firsthand knowledge.

The second qualification was that there had to be at least one television set in working order in the household.

The Sample Procedure

The samples were designed to insure maximum representation of each area, and to minimize any bias due to either the clustering of the interviews or possible interest generated by the appearance of the interviewers in the area. For example, a total of 34 sampling points were used in Bedford Stuyvesant, 27 in East Harlem, 30 in Chicago, and 30 in Washington, D. C. In each sampling point, each interviewer was given a starting point, and a route to follow. When it was necessary for an interviewer to return to the sample point for a second day to complete her assignment, she was given a second starting point and routing. Listing sheets were kept to account for those not at home, those ineligible to be interviewed, and refusals.

The final sample included 1,217 interviews from four typical ghetto communities--three Black and one of predominately Spanish background. Ninety-nine per cent of the households interviewed were Black or Puerto Rican. In other words, the study really surveyed the underprivileged community.

Field Interviewing

All interviewing was conducted by Black or Spanish speaking interviewers living within or adjacent to the area in which they were interviewing. No one was assigned more than two sampling points. Despite nearly all of the interviewers having had previous interviewing experience, each was specifically trained for this particular project.

Validation

Close to 100 per cent validation was made of all completed interviews. Respondents were asked whether or not they'd been interviewed, and the subject of the interview. Also, questions were asked about Sesame Street viewing and demographic characteristics of the household. Each completed interview was also read and carefully checked by the project directors as an additional validity check.

The Report

For the convenience of the reader, the study is organized in the following way:

> Over all findings and conclusions for the four areas are covered in the Overview (Section III). Included in the overview are summary tables showing comparative data for this year and 1970 and 1971 for each of the four sampled areas on all the major trend measurements.

In Section IV, more detailed findings are reported and where there are meaningful differences comparisons are drawn between the four communities and between this and the two previous studies.

Section V, the final section, contains a sample of verbatim quotes as follows:

Mothers' and children's responses to the question, "What do you particularly like about Sesame Street?"

Mothers' responses to the question, "How has watching Sesame Street in the last few years made a difference to your children who are now in school?"

Mothers' responses to the question, "What have your children who are 6 to 11 years old told you about seeing the TV program the Electric Company at school?"

Sample

Community	Number of Respondents No.
Bedford Stuyvesant	344
East Harlem	270
Chicago	300
Washington, D. C.	303

SECTION III

OVERVIEW

Three major themes dominate the results of the 1973 study conducted for the Children's Television Workshop in the ghetto areas of New York (Bedford Stuyvesant and East Harlem), Chicago and Washington, D. C.

- Sesame Street has become virtually an institution with ghetto children. The program's role in the communities continues to be an enormously popular and meaningful one; its penetration and frequency of viewing continues to grow with each passing year.

- Sesame Street's pulling power is so forceful and potent that even the problems of being limited to difficult-to-tune-in UHF channels do not slow down for long the program's growth rate. Nor did loses suffered in New York City when the program went off commercial television last long. Penetration, in Bedford Stuyvesant for example, is back to the 1970 high figure.

- The Electric Company, developed as a program for school aged children, has already developed a significant at-home viewing audience among the younger 2 to 5 year olds as well.

Our assessment of the progress made by Sesame Street since the 1971 reading is based on seven major criteria:

1. Penetration--the number of households where a qualified 2-5 year old child now watches Sesame Street.

2. Frequency of viewing of Sesame Street.

3. Program loyalty--the ability of Sesame Street to hold children's interest from year to year.

4. Regularity of Saturday viewing.

5. Viewing of Sesame Street by older children.

6. The role of Sesame Street.

7. The mothers' assessment of what earlier Sesame Street viewing has meant to older children now in school. 1/

The results on all counts are favorable. Indeed, on the basis of other similar studies we might well by now have anticipated a leveling off or decline in Sesame Street viewing. Instead, the program has become virtually an institution with ghetto children.

1. Penetration

In 1973, Sesame Street achieved new highs in penetration. Penetration figures for the four cities are

1/ New question asked only in 1973.

based on positive responses to the question: "Do the children ever watch Sesame Street?"

Current Reach on Penetration

	1973	1971	1970
	%	%	%
Bedford Stuyvesant	92	77	90
East Harlem	94	86	78
Chicago	97	95	88
Washington, D. C.	67	59	32

In 1973, Sesame Street regained the franchise it had in Bedford Stuyvesant where it suffered a loss in 1971 when the program went off commercial TV and was seen mainly on Channel 13. It is now back at its previous 1970 penetration levels. Penetration gains were also made in Washington, D. C., where the program is still only available on UHF, and in East Harlem. The almost total penetration of the program in Chicago was maintained. The net result: gains in Bedford Stuyvesant, East Harlem and Washington, D. C.; almost total penetration in Chicago maintained.

2. Frequency

Frequency of viewing also rose. As the best measure of frequency, we have used the number of households in which Sesame Street was viewed during the same or previous day as the interview.

Watched Sesame Street Today or Yesterday

	1973	1971	1970
	%	%	%
Bedford Stuyvesant	75	46	72
East Harlem	62	66	74
Chicago	70	64	57
Washington, D. C.	32	25	23

Bedford Stuyvesant, Chicago and Washington, D. C. all show significant increases in today or yesterday viewing; East Harlem holds its own. The most impressive gain has taken place in Bedford Stuyvesant where it is apparent that the Sesame Street "habit" has once again taken over.

3. Program Loyalty

One test of the continuing appeal of Sesame Street is the loyalty of the preschool aged children who continue to watch the program from year to year. The

significant role that Sesame Street plays in these children's lives is attested to by the fact that the majority of the children watching the program have been watching it for well over a year or more. For example, in Bedford Stuyvesant among viewing households, 72 per cent of the mothers say that the children have been watching it for over a year. The same response is given by 63 per cent of the respondents in East Harlem and 75 per cent in Chicago. In Washington, D. C., where the audience has been expanding at a fast rate since its lower 1970 start, the figure is 50 per cent.

4. Saturday Viewing

The figures for Saturday viewing are based on children who watch Sesame Street every Saturday with the viewing time ranging from less than one hour to three or more hours.

Watch Sesame Street Every Saturday 1/

	1973	1971
	%	%
Bedford Stuyvesant	65	34
East Harlem	57	58
Chicago	56	52
Washington, D. C.	17	21

1/ Results are based on responses from households in which the child watched Sesame Street in the last two weeks rather than "ever watch." Figures are not available for 1970.

Saturday viewing of Sesame Street has become a far more regular occurrence in Bedford Stuyvesant than in 1971. In the other areas, viewing has held at previous levels.

5. Viewing by Older Children

Questions were also asked about the viewing of any children in the household between the ages of 6 and 11.

Viewing of Sesame Street
by Children 6 to 11

	1973	1971
	%	%
Bedford Stuyvesant	82	80
East Harlem	94	72
Chicago	93	81
Washington, D. C.	67	78

Sesame Street continues to hold considerable attraction for younger school age children. As the results indicate, in households where there are both preschool and school age children, the older children like to come home and watch the program during their free hours. In Chicago and in East Harlem, viewing

by older children has now reached the 90 per cent level.

6. The Role of Sesame Street in the Ghetto Communities

The mothers continue to recognize and appreciate the educational role of Sesame Street. As in the past, they describe how the program helps to better prepare their children for school, and to teach them to count, read and know the alphabet. Spanish speaking mothers, in particular, are grateful for the help the program provides in teaching English to their children.

The next table shows a summary of the remarks of the mothers to the question: "What do you particularly like about Sesame Street as a program for children?":

What Mothers Like About Sesame Street as a Program for Children*

(Volunteered responses)

	Bedford Stuyvesant		East Harlem		Chicago		Washington D. C.	
	1973	1971	1973	1971	1973	1971	1973	1971
	%	%	%	%	%	%	%	%
Educational aspects	84	84	84	84	85	69	80	65
Entertainment aspects	7	8	9	3	8	18	8	16
All other comments	9	8	7	14	7	13	12	19

* Repercentaged on the basis of 100% of the total volunteered comments for each city.

As in the past, too, the children keep talking about both the fun and learning aspects of the program. Big Bird, in particular, continues to be the favorite of favorites. The ease and familiarity with which the tots talk about the program is still further evidence of how much a part of their daily life--and "family"--Sesame Street has become.

7. Mothers' Assessment of What Earlier Sesame Street Viewing Has Meant to Older Children Now in School

Sesame Street has now been on the air for several years, and there is now a generation of ghetto children who were exposed to the program in their preschool years. This year for the first time, mothers were asked: "In your opinion do you feel that watching Sesame Street in the last few years has made any difference to your children who are now in school?" The "made a difference" group is based on the responses of the mothers, and excludes households in which someone other than the mother was present.

Sesame Street Made a Difference to Children Now in School

	%
Bedford Stuyvesant	92
East Harlem	92
Chicago	89
Washington, D. C.	84

The mothers' main answer: A strong vote of "yes."

Their main reasons: "It taught the children how to count"; "It helped them learn the alphabet and read"; "Helped to prepare them for school and made it easier"; and among Spanish speaking mothers: "It helped the children to learn English."

The Electric Company

While the main target of the Electric Company is not the preschool aged child, the program has begun to find many occasional and a solid number of regular viewers even among this age group. One reason for this may be the older children coming home and talking about seeing the program at school. Our evaluation of the Electric Company takes these factors into account:

1. The number of mothers who report that the older children have come home talking about the Electric Company.

2. The Electric Company's penetration and frequency of viewing among preschool aged children.

1. The Number of School Age Children Who Talk About the Program

School aged children in goodly numbers come home talking about the Electric Company. The answer to the question--"Have your children who are 6 to 11 years of

age ever mentioned seeing the TV program, the Electric Company, at school?" are summarized in the following table:

Children 6 to 11 Mentioned Seeing the Electric Company at School

	%
Bedford Stuyvesant	61
East Harlem	53
Chicago	38
Washington, D. C.	24

These figures have to be studied in the context of how much the program is shown within the school system in each city, but the figures for New York City (Bedford Stuyvesant and East Harlem) strongly suggest that the program has created a stir and interest among grade school age children. According to the adults who have heard the children speak about the program, it is thoroughly liked by the youngsters. Some of the women report, for example, that the children come home singing the theme song.

2. Viewing of the Electric Company by the 2 to 5 Year Olds

The Electric Company, a far newer entry than Sesame Street, has developed a broad and substantial audience among the 2 to 5 year olds, even in Washington, D. C., where it runs into the same UHF problems as Sesame Street did several years ago.

Viewing of the Electric Company by Children 2 to 5 Years of Age

	Total Ever Watch	Watched Yesterday/ Today
	%	%
Bedford Stuyvesant	55	32
East Harlem	54	23
Chicago	66	36
Washington, D. C.	23	10

In New York and Chicago, the Electric Company has already reached more than 1 out of 2 ghetto households in which there is a young child (2 to 5 years of age) not attending nursery school or day care centers. The figures are particularly impressive in Chicago where the program has a 66 per cent penetration.

SECTION IV

DETAILED FINDINGS

Finding #1: Penetration: Sesame Street has increased its penetration into the ghetto communities since the time of the last reading:

...In Bedford Stuyvesant, The Sesame Street "habit" is once again strong. The program has by now recovered the audience it lost when it went off commercial television.

...In East Harlem, penetration levels went up 8 per cent since 1971.

...In Washington, gains were also registered. What is perhaps even more noteworthy is the fact that the program's audience in the Capitol has doubled since 1970 in spite of the fact that it is only available on relatively hard-to-dial UHF frequency.

...In Chicago, the near saturation level of 1971 has been sustained.

Current Sesame Street Penetration

	1973	1971	1970
	%	%	%
Bedford Stuyvesant	92	77	91
East Harlem	94	86	78
Chicago	97	95	88
Washington, D. C.	67	59	33

Finding #2: Today or Yesterday Viewing: As one measure of frequency we asked when the child had last watched Sesame Street.

Bedford Stuyvesant, Chicago and Washington, D. C. all showed significant increases over 1971 in today or yesterday viewing. The East Harlem level remained essentially the same.

When Sesame Street Was Last Watched

	Bedford Stuyvesant			East Harlem		
	1973	1971	1970	1973	1971	1970
	%	%	%	%	%	%
Watch Sesame Street	92	77	90	94	86	78
Today or yesterday	75	46	72	62	66	74
3 - 6 days ago	13	11	12	23	15	-
1 - 2 weeks ago	2	6	5	7	3	1
More than 2 weeks ago	1	6	-	1	-	-
Not sure	1	8	1	1	2	3

Chicago			Washington, D. C.		
1973	1971	1970	1973	1971	1970
%	%	%	%	%	%
97	95	88	67	59	32
70	64	57	32	25	23
22	10	19	14	13	3
2	3	5	7	8	1
1	9	3	7	4	-
[illegible]	9	4	7	9	

Finding #3: Regular Daily Viewing: As another measure of frequency respondents were asked about how often the child watches Sesame Street in an average week. The results show that gains in penetration were matched by impressive increases in the number of daily viewers in Bedford Stuyvesant, Chicago and Washington, D. C.

The most dramatic improvement took place in Bedford Stuyvesant, with viewing returning to its 1970 levels. About 7 out of 10 children now watch Sesame Street at least once a day in the Brooklyn community.

In Chicago where penetration is nearly total frequency continues to increase. Significant gains were also made in Washington, D. C.

In East Harlem, regular daily viewing remained at the previous 60 per cent level.

Frequency of Viewing of Sesame Street

	Bedford Stuyvesant			East Harlem		
	1973	1971	1970	1973	1971	1970
	%	%	%	%	%	%
Watched Sesame Street within the last two weeks	90	64	90	91	84	78
Once a day or more	70	31	68	60	60	55
4 - 5 times a week	10	14	5	7	8	10
2 - 3 times a week	7	14	6	17	15	6
Irregularly	2	4	6	5	1	-
Not sure	1	**	5	2	-	7

** Less than 0.5%.

Chicago			Washington, D. C.		
1973	1971	1970	1973	1971	1970
%	%	%	%	%	%
94	77	81	51	46	32
76	62	50	30	23	16
9	8	10	6	11	6
7	5	9	13	9	7
2	1	5	1	2	2
-	1	7	1	1	1

Finding #4: Saturday Viewing: Nearly 2 out of 3 respondents from Bedford Stuyvesant report that their 2 to 5 year old children watch Sesame Street regularly on Saturday. This is nearly double the 1971 figure. A substantial portion of these viewers (21%) watch the program three or more hours every Saturday.

In the other three areas Saturday viewing remained at about the 1971 level.

Frequency of Viewing on Saturdays[1/]

	Bedford Stuyvesant		East Harlem	
	1973	1971	1973	1971
	%	%	%	%
Watched Sesame Street within the last two weeks	90	64	91	84
One hour or less every Saturday	27	7	24	18
More than one hour and less than three hours every Saturday	17	17	24	28
Three hours or more every Saturday	21	10	9	12
Every other Saturday	4	4	3	1
About one Saturday a month	1	2	1	-
Irregularly	5	9	6	7
Never on Saturday	9	10	20	12
Not sure	6	5	4	6

Chicago		Washington, D. C.	
1973	1971	1973	1971
%	%	%	%
94	77	51	46
24	20	10	8
24	18	3	8
8	14	4	5
4	3	3	4
1	2	1	1
10	6	5	3
13	7	20	13
10	7	5	4

Finding #5: Sunday Viewing: Although the program has been telecast on Sundays only a relatively short time and is shown only once a day it has attracted a large number of viewers in the three areas where it is shown--East Harlem, Bedford Stuyvesant and Chicago. About 4 out of 10 children watch the program at least occasionally on Sunday in all three areas and a substantial number of children watch it every Sunday.

Frequency of Sunday Viewing of Sesame Street[1/]

	Bedford Stuyvesant[2/]	East Harlem[2/]	Chicago[2/]
	%	%	%
Base: Watched Sesame Street within last two weeks	90 (100%)	91 (100%)	94 (100%)
Every Sunday	22	29	17
Every other Sunday	9	6	6
About one Sunday a month	2	2	3
Irregularly	12	12	15
Never	38	43	43
Not sure	17	8	16

1/ Not shown on Sunday in Washington.

2/ Not shown on Sunday in 1971.

Finding #6: Sesame Street Reception on Television Sets: The overwhelming majority of respondents in all the communities studied rate the reception of Sesame Street as very good or fairly good.

Quality of Sesame Street Reception on TV Set

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
Base: Watched Sesame Street within last two weeks	%	%	%	%
	90 (100%)	91 (100%)	94 (100%)	67 (100%)
Very good	83	89	82	74
Fairly good	17	9	15	18
Not very good	**	2	2	8
Not at all good	-	-	1	-

** Less than 0.5%.

Finding #7: Tuning in of Sesame Street: In the homes of the majority of viewers it is the child who makes the decision to watch Sesame Street and who personally tunes in the program. This is even true in Washington, D. C. where tuning in Sesame Street means that the child must cope with UHF. A comparison of the current results with 1971 findings in Washington indicates that a growing percentage of children have adjusted to the program being on UHF and are learning to tune it in there. These would appear to have contributed significantly to the program's improved penetration in that area.

Who Tunes in Sesame Street

	Bedford Stuyvesant		East Harlem	
	1973	1971	1973	1971
	%	%	%	%
Watched in last two weeks	90	64	91	84
Adult	29	22	29	35
Child	49	33	50	45
Child asks	10	3	4	3
Depends	1	6	8	1
Not sure	1	-	-	

Chicago		Washington, D. C.	
1973	1971	1973	1971
%	%	%	%
94	77	67	44
36	21	19	17
44	42	37	20
11	5	4	2
3	8	7	4
–	1	–	1

How Sesame Street Was First Heard About

Started watching Sesame Street witin last year

Heard TV announcement

Recommended by friend/teacher/older child

Saw literature/newspaper article

Sesame Street books/magazines/records

Child heard about it

** Less than 0.5%.

Bedford Stuyvesant		East Harlem		Chicago		Washing D. C
1973	1971	1973	1971	1973	1971	1973
%	%	%	%	%	%	%
23	20	25	24	20	33	22
8	7	11	10	3	10	4
9	8	12	12	7	14	9
3	2	**	1	2	2	1
3	-	-	-	-	-	2
2	1	2	1	2	7	

Finding #9: Program Loyalty: One of the most impressive aspects of the Sesame Street picture is the evidence of its continuing appeal for young viewers from year to year. In Bedford Stuyvesant, for example, 7 of 10 viewers have been watching the program for over a year. In East Harlem and Chicago the majority of viewers have also watched for more than a year. In Washington, D. C. where the audience has been expanding rapidly from a lower 1970 level, about half the viewers have watched for over a year.

Length of Time Children Have Watched Sesame Street

	Bedford Stuyvesant		East Harlem		Chicago		Washington, D. C.	
	1973	1971	1973	1971	1973	1971	1973	1971
	%	%	%	%	%	%	%	%
Watched Sesame Street within last two weeks	90	64	91	84	94	77	51	46
Less than 3 months	5	2	11	1	4	2	6	4
3 - 6 months	7	9	9	14	9	11	10	11
7 - 11 months	11	9	5	9	7	20	5	10
1 - 2 years	37	25	32	41	45	27	13	12
2 years and over	27	17	26	19	25	10	11	6

Finding #10: New York City Weekday Viewing Habits: Channel 13 attracts most of the morning and afternoon viewers in both Bedford Stuyvesant and East Harlem. The 9:00 a.m. slot provides the most pulling power.

Pattern of Weekday Viewing of Sesame Street in Bedford Stuyvesant and East Harlem

	Bedford Stuyvesant		East Harlem	
	When Watched*	Watched Most Often	When Watched*	Watche Most Often
	%	%	%	%
Base: Watch on weekdays	90 (100%)	90 (100%)	91 (100%)	91 (100%
9:00 - 10:00 a.m. (Channel 13)	68	60	70	59
1:00 - 2:00 p.m. (Channel 31)	22	10	13	6
4:00 - 5:00 p.m. (Channel 13)	36	22	50	24
5:00 - 6:00 p.m. (Channel 31)	12	7	20	8
6:00 - 7:00 p.m. (Channel 25)	4	1	9	3

* Adds to over 100% because some children watch during more than one time period.

Finding #11: Chicago Weekday Viewing Habits: Sesame Street viewing in Chicago is much more widely distributed throughout the day than in New York.

Channel 20 outdraws Channel 11 by a substantial margin. This may be due to the program only being shown once daily at 7:00 p.m. on Channel 11.

Here, as in New York, the 9:00 a.m. time slot draws the most viewers. But it is followed closely by the 3:30 p.m. showing on the same channel.

Pattern of Weekday Viewing of Sesame Street in Chicago

Base: Watch on Weekdays (94%)

	When Watched*	Watched Most Often
	%	%
7:00 - 8:00 a.m. (Channel 11)	31	17
9:00 - 10:00 a.m. (Channel 20)	63	36
3:30 - 4:30 p.m. (Channel 20)	53	29
5:00 - 6:00 p.m. (Channel 20)	33	16
Not sure	2	2

* Adds to over 100% because some children watch during more than one time period.

Pattern of Weekday Viewing of Sesame Street

in Washington, D. C.

Base: Watch on Weekdays (51%)

(Channel 26)

	When Watched*	Watched Most Often
	%	%
9:00 - 10:00 a.m.	60	48
4:00 - 5:00 p.m.	49	35
6:00 - 7:00 p.m.	24	14
Not sure	3	3

* Adds to over 100% because some children watch during more than one time period.

Finding #12: Washington Weekday Viewing Habits: In Washington, D. C. where Sesame Street is available only three times daily on the same UHF channel, the 9:00 a.m. showing is somewhat more popular than the 4:00 to 5:00 p.m. time slot. The 6:00 p.m. showing has little appeal. 45

Finding #13: Saturday Viewing Habits in New York City: Although Sesame Street is on Channel 13 five times each Saturday a majority in both Bedford Stuyvesant and East Harlem follow the weekday habit and watch the 9:00 a.m. showing most often.

Pattern of Saturday Viewing of Sesame Street in Bedford Stuyvesant and East Harlem

(Channel 13)

	Bedford Stuyvesant		East Harlem	
	When Watched*	Watched Most Often	When Watched*	Watched Most Often
	%	%	%	%
Base: Watch on Saturday	87 (100%)	87 (100%)	67 (100%)	67 (100%)
9:00 - 10:00 a.m.	58	57	62	55
11:00 - 12 noon	29	10	25	11
12:30 - 1:30 p.m.	17	10	20	6
3:00 - 4:00 p.m.	18	7	24	10
4:00 - 5:00 p.m.	12	8	15	4
Not sure	8	8	12	14

* Adds to over 100% because some children watch during more than one time period.

Finding #14: Saturday Viewing Habits in Chicago: Saturday viewing in Chicago is concentrated more in the morning than weekday viewing. Sesame Street is shown six times on Saturday--all on Channel 20. It is watched most often at 10:00 a.m., followed by the 8:30 a.m. showing. Together these two time slots attract a majority of the Saturday audience.

Finding #15: Saturday Viewing Habits in Washington: The number of Saturday viewers in Washington, D. C. is somewhat smaller than in the other three ghetto areas in the study. This audience has only two time periods available to it. A majority choose the 9:00 a.m. show most often.

Pattern of Saturday Viewing of Sesame Street

in Washington, D. C.

Base: Watch on Saturdays (31%)

(Channel 26)

	When Watched	Watched Most Often
	%	%
9:00 - 10:00 a.m.	74	72
11:00 a.m. - 12:00 noon	29	12
Not sure	22	16

Finding #16: What Mothers Like About the Sesame Street Program: In all four communities surveyed mothers mentioned educational aspects most to describe what they like best about the program.

Among the specific benefits cited most often were learning to count, learning the alphabet, learning to read and spell and preparation for kindergarten. The importance and success of the innovative teaching methods in gaining and holding the attention of the children is fully recognized by mothers.

East Harlem mothers particularly appreciate the program's bilingual approach and the role it plays in helping improve their children's English.

Watched within last two weeks

Educational Aspects

Teaches them to count
Learning alphabet
Teaching methods/prepares for kindergarten
Teaches spelling/reading
Improves their English
Learn shapes/colors/drawing
Songs/music

Entertainment Aspects

Puppets/animals
Big Bird
Games/puzzles

Helps Mother

Keeps children occupied

Character Building Aspects

Learn to get along with others/ all races
Learn right and wrong

All other

Bedford Stuyvesant		East Harlem		Chicago		Washington D. C.	
1973	1971	1973	1971	1973	1971	1973	197
%	%	%	%	%	%	%	%
90	64	91	84	94	77	51	46
44	27	40	33	32	12	15	10
40	15	33	22	28	9	13	9
30	26	23	21	32	28	14	13
16	5	10	7	8	1	4	2
10	2	12	10	6	1	2	-
3	3	5	4	8	-	2	-
6	6	6	5	4	5	2	3
6	5	8	2	4	12	4	4
3	1	3	-	2	2	**	2
1	2	3	2	3	1	1	1
3	4	5	12	6	8	4	2
3	2	**	2	**	1	**	-
-	-	-	2	---	1	-	1
5	2	5	-	5	1	4	10

** Less than 0.5%.

Finding #17: What Children 2-5 Years of Age Like About Sesame Street: For preschool children Sesame Street is fun, not a chore. The volunteered comments from children indicate that many of them appreciate what it teaches them. But the main message that shines through is that they're having fun while they learn.

The most identifiable specific characters are old favorites. Foremost among these is Big Bird, followed by Oscar. The Cookey Monster seems to have gained substantially in popularity.

The children cite learning to count, learning the alphabet and learning the songs as the educational aspects they enjoy most.

What Children Like About Sesame Street

(Based on remarks of children aged 2-5)

	Bedford Stuyvesant		East Harlem		Chicago		Washington D. C.	
	1973	1971	1973	1971	1973	1971	1973	1971
	%	%	%	%	%	%	%	%
Learning Aspects								
Learning to count/alphabet	16	20	14	29	20	23	28	39
The songs	7	3	8	15	8	1	5	-
Spelling/reading	1	5	-	-	2	-	3	1
Other learning aspects	3	2	2	-	1	-	3	1
Specific Characters								
Big Bird	72	27	67	38	53	52	55	60
Oscar	27	5	28	8	15	11	7	2?
The Cookie Monster	15	-	37	-	18	-	24	-
Ernie and Bert	6	-	5	-	11	-	6	-
Gordon	1		-		-		-	
Mr. Hopper	1	-	1	-	3	1	-	-
Susan	1	3	4	3	2	5	-	3
Snuffaluffagas/the elephant	1	-	15	-	2	-	3	-
Program Specifics								
Puppets/animals	3	17	23	33	7	25	18	19
Cartoons	1	6	1	-	4	1	-	3
Animals	6	3	3	-	-	-	6	-
Games	1	7	-	8	1	5	-	12

Finding #18: Viewing of Sesame Street Among School Age Children: Large numbers of children between 6 and 11 continue to watch Sesame Street after school. In Washington, D. C., there is some attrition, due perhaps to the fact that the Electric Company is now available for this age group.

In Bedford Stuyvesant there is no change.

In Chicago and East Harlem, however, a larger percentage of school age children are watching the program now than ever before.

Viewing of Sesame Street by Older Children*

	Bedford Stuyvesant		East Harlem		Chicago		Washington, D. C.	
	1973	1971	1973	1971	1973	1971	1973	1971
	%	%	%	%	%	%	%	%
Base: Older children (6-11) also in household	45 (100%)	50 (100%)	54 (100%)	55 (100%)	63 (100%)	79 (100%)	58 (100%)	56 (100%)
Watch	82	81	94	73	93	81	67	80
Don't watch	14	13	4	22	6	15	26	13
Not sure	4	6	2	5	1	4	7	7

* Information not available for 1970.

Finding #19: Frequency of Viewing by Older Children: Not only do children between 6 and 11 years of age continue to watch Sesame Street but they do so on a regular basis. The majority of older viewers watch the program either daily or at least three or four days per week.

Frequency of Viewing of Sesame Street by Older Children 1/

	Bedford Stuyvesant		East Harlem		Chicago		Washington D. C.	
	1973	1971	1973	1971	1973	1971	1973	1971
	%	%	%	%	%	%	%	%
Older children (6-12) also in household	45	50	54	55	63	79	58	56
Watch Sesame Street	37	40	41	39	59	64	39	44
Every day	19	14	19	5	37	29	13	15
3 - 4 times a week	9	11	13	16	15	19	9	15
1 - 2 times a week	6	7	4	13	3	3	4	4
Less than once a week	3	8	4	3	4	10	13	8
Not sure	**	-	1	2	**	3	**	2

** Less than 0.5%.

1/ Information not available for 1970.

Finding #20: The Impact of Earlier Sesame Viewing on School Age Children: Sesame Street has now been telecast long enough so that a generation of ghetto viewers are now in school. To help evaluate the long term impact of the program we asked mothers of school age children whether they felt watching Sesame Street in the last few years had made a difference to their children.

The result was a strong vote of approval.

Specific ways in which mothers feel Sesame Street helped their children include: teaching them to count; helping them to learn the alphabet, and to read; helping prepare them for school; and, especially among Spanish speaking mothers, helping them to learn English.

Effect of Sesame Street on Older Children[1/]

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Base: Older children (6-11) also in household	45 (100%)	54 (100%)	63 (100%)	58 (100%)
[illegible]ue difference	81	83	59	55
No difference	3	5	5	4
Never watched	4	2	3	8
Not sure	13	10	33	33

1/ Information not available for 1970 or 1971.

How Sesame Street Helped Children Now in School

(Base: Mothers who feel Sesame Street made a difference)

	Bedford Stuyvesant	East Harlem	Chicago	Washingt D. C.
	%	%	%	%
Educational Aspects				
Prepared them for school/ created interest in learning/helped with school work	47	33	34	29
Learned to count	27	28	30	34
Learned alphabet	24	22	25	28
Learned to spell/read/write	17	19	14	14
Helped English/pronunciation	6	11	12	4
Learned shapes	1	2	4	1
Learned about animals	1	-	2	1
Learned to sing	2	2	-	4
Character Building				
Learned right and wrong	2	4	2	-
Helped them grow up	2	2	3	2
Learned to get along with different races	2	2	2	-
Kept them off the street	2	2	1	1

Finding #21: Spreading the Word About the Electric Company:

School age children are talking about the Electric Company. Mothers, especially in Bedford Stuyvesant and East Harlem, report that the older children come home talking about the program.

Viewing of the Electric Company by Children

6-11 Years of Age at School

Base: Children 6-11 Also in Household

	Bedford Stuyvesant	East Harlem	Chicago	Washington D. C.
	%	%	%	%
Watch Electric Company at school	61	53	38	24
Don't watch Electric Company at school	19	37	46	57
Not sure	19	10	15	19

Finding #22: Feedback on the Electric Company: Many of the mothers of school age children report that their children bring home reports about the Electric Company. Their reactions are almost always enthusiastic.

Attitudes of School Age Children About the Electric Company

	Bedford Stuyvesant	East Harlem	Chicago	Washingto D. C.
	%	%	%	%
Watch Electric Company at school	61	53	38	24
Positive				
Like it/like the theme song	45	37	29	16
Teaches sounds/grammer/ reading	6	4	8	5
Teaches the numbers/alphabet	3	1	2	5
Other educational aspects	1	5	6	-
Teachers/Bill Cosby	1	1	2	1
Cartoons/entertainment	3	2	**	-
Negative				
All replays/don't like it	2	3	**	4

** Less than 0.5%.

Finding #23: Electric Company Penetration Among Children 2-5: Despite its relative newness the Electric Company has acquired a substantial audience of children between the ages of 2 and 5 in all four ghetto areas. The Electric Company scores particularly well in Chicago where it achieved 66 per cent penetration among preschool age children. In New York a majority of the 2 to 5 set also watch the program. In Washington, D. C. the Electric Company appears to be running into the same UHF problems that slowed Sesame Street's penetration, but it still has attracted a respectable 23 per cent of preschool children.

Viewing of Electric Company by 2-5 Year Olds

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Watch	55	54	66	23
Don't watch	28	39	25	58
Not sure	17	7	9	19

Finding #24: Frequency of Electric Company Viewing: Clearly the Electric Company is not just a one-shot thing among the younger ghetto children. They not only watch it but do so on a regular basis.

The program makes an especially strong showing in Chicago in terms of frequency as well as penetration.

When Electric Company Was Last Watched by 2-5 Year Old Children

	Bedford Stuyvesant	East Harlem	Chicago	Washington D. C.
	%	%	%	%
Watch Electric Company	55	54	66	23
Today or yesterday	28	23	36	9
3 - 6 days ago	13	15	20	5
1 - 2 weeks ago	6	4	3	3
Over 2 weeks ago	4	4	3	3
Not sure	4	8	4	3

Frequency of Viewing of Electric Company by 2-5 Year Old Children

	Bedford Stuyvesant	East Harlem	Chicago	Washington D. C.
	%	%	%	%
Watched Electric Company within last two weeks	47	42	59	17
Once a day or more	17	17	33	9
4 - 5 times a week	7	7	12	**
2 - 3 times a week	15	13	12	5
Irregularly	7	4	2	2
Not sure	1	1	-	**

** Less than 0.5%.

Finding #25: The Main Language Spoken in Puerto Rican and Spanish Households in East Harlem: Three out of four respondents of Puerto Rican or Spanish origin in East Harlem say Spanish is the main language spoken in the home.

The Main Language in Puerto Rican and Spanish Homes in East Harlem

(Base: Puerto Rican and Spanish Respondents)

	Total
	%
English	27
Spanish	73

Finding #26: **TV Channels Preferred by Puerto Rican and Spanish Residents of East Harlem:** WNJU (Channel 47) is the favorite Spanish language station among East Harlem residents of Spanish origin.

Favorite TV Channels Among
East Harlem Residents
of Puerto Rican or
Spanish Origin

	Total
	%
WXTV (Channel 41)	4
WNJU (Channel 47)	49
All other	47

Bedford Stuyvesant -- Mothers' Comments on Sesame Street

"She likes the way they pronounce the words and alphabet."

"It helps my son learn his ABC's and I find it educational for him."

"It educates the children as far as their alphabet, how to count, and get along with one another."

"I like the way they pronounce words, and the way they pronounce words so you can spell them, counting and the way they do figures."

"I like everything they do -- the games, the funny people they have on the show. I like the whole show."

"I like the way they teach the words, ABC's, colors. They teach them what to wear in different seasons."

"It's very educational for the kids. They're very interested in it. The songs, the people, the numbers, the puppets."

"It's very good, they learn the words and their alphabet and numbers."

"It teaches them how to spell and count. It adds a little humor which is much more enjoyable to learn."

"It teaches them how to count, their alphabet, different songs, and holds the child's interest."

"I like it because it teaches them to count. Because today there are a lot of kids that don't know how to read and it teaches both Puerto Rican and older kids."

"She learns from it. It keeps her interested."

"It's a good program for kids, it teaches them reading."

"It's good for small kids. They start learning before they go to school."

"The muppets. She has fun while she learns the ABC's, also numbers, the different languages."

"It helps prepare her for school. The program is very educational."

"I like it because it is better than watching Popeye. They are learning things which are very important to them."

Bedford Stuyvesant -- Mothers' Comments on Sesame Street

"They learn something. It is a brainwashing thing, but it is a good one. My husband and I watch it also."

"They learn the ABC's. There is quite a bit they learn from it."

"I think it is educational and funny."

"I like the way they teach you how to form your words."

"I like the animated characters and the visual pictures."

"Very educational. It teaches him how to count and spell."

"I like the learning skills."

"It's very informative and holds their attention, and is very creative."

"I like the program because he has learned how to count and spell."

"It shows kids numbers and the alphabet and how to share with one another."

"They have learned and have kept themselves entertained."

"Very educational and bilingual."

"It teaches them how to count, the ABC's, to recognize the capital letters from the small letters, and to get along with others."

"I like the way she learned to count, the mix puzzles, the spelling."

"I like when they show children in the box. I like when they sing ABC."

"I like it because Michael enjoys watching it, and it helps him learn."

"It teaches them sounds of words and to read and write."

"Sesame Street helps with their education and they speak more fluently."

"It's interesting and very educational. It's a good start before going into school."

Bedford Stuyvesant -- Childrens' Comments on Sesame Street

"I like Sesame Street because of the ABC's and the song Big Bird sings and the numbers."

"I learn how to count, plus I sing songs."

"I like Big Bird. He's very funny."

"The Big Bird and the animals. I like all the animals."

"I like the music and the spelling."

"The singing and the 123."

"Because it has different things -- talking. I like Susan, Big Bird, Oscar, Cookie Monster."

"I like the Big Bird, the man with the bald head."

"The Big Bird, all the animals and puppets."

"I like the way they sing and count."

"The numbers and Big Bird."

"I like Oscar. I like all of them."

"I like everything about it."

"Big Bird, Elephant, the man that plays basketball."

"I like the songs and the garbage man."

"I like the funny men -- Ernie and Bert."

Bedford Stuyvesant -- How Mothers Feel Previous Viewing of Sesame Street Helped Children Now in School

"A big difference. They respond more. They pick up more through Sesame Street. They learn quicker."

"He has improved in his math, his reading has reached his grade level."

"When they started school, they knew their ABC's and numbers."

"It gave them a better understanding of school, and they learned how to subtract numbers."

"It helps them come along in their schooling."

"Sure, it taught them how to spell different words."

"He learned [illegible] before starting school."

"They learned ABC's and songs before going to school, which made them advanced."

"Their speech is clearer."

"Learning numbers and the alphabet and expressing themselves."

"It shows them different letters and they know their alphabet."

"My 6 year old can write his name and count, and also the 7 year old."

"They have learned how to associate with other children regardless of race, color or creed, and they can relate better to other children."

"They learn in a fun way and they don't get bored."

"She learned to spell and count."

"It helped them out a lot with their spelling."

"He got the highest grade in school out of the rest of the students and he learned it from the program."

"He knows the alphabet and learned sounds and numbers before he entered school."

Bedford Stuyvesant -- How Mothers Feel Previous Viewing of Sesame Street Helped Children Now in School

"He was better prepared for school."

"Helps her with her alphabet and numbers."

"It helps all my children."

"She had a good head start."

"Sesame Street brings up their awareness."

"The kids learn and it holds their interest."

"Without Sesame Street it would take the children a lot longer to learn."

"She improved in school."

"Because she's handicapped, the constant repeating of words and ABC's help her in school."

"They've become aware of certain things before going to school."

Bedford Stuyvesant -- What Schoolaged Children Tell Mothers About The Electric Company

"He likes it"

"They've seen it two or three times."

"She likes to sing and likes the program."

"They like the program because they like to sing."

"They like the singing and running around in the program."

"They like it and try to catch it as often as it comes on."

"They seem to like it and have learned to sing, numbers and the alphabet."

"She said she likes everything about it."

"Cartoons."

"They've learned a lot of words and sounds from the Electric Company."

"They learn lots of words."

"They like the program very much."

"They like it. They are sending in pictures to the program so it won't be taken off the air."

"They say they like it because it's an educational program too."

"They teach nouns, verbs and pronouns. I watch it myself."

East Harlem -- Mothers' Comments on Sesame Street

"I think the program is great for learning. The children learn a lot from the program."

"I like the way they interest the children."

"The best program on TV for preschoolers."

"The Spanish teaching for the older children and the games and alphabet for the younger children are very good."

"Very educational, good method of teaching."

"I like the people and the characters. It's a good program to help children learn."

"It prepares them for school."

"Best thing for children."

"Entertaining. Keeps their interest."

"I think it's a nice program for children and they enjoy watching it."

"I like the way it's designed to entertain and teach."

"I like everything about the program. He learns a lot and enjoys watching it."

"I like the way it helps them in learning their ABC's and their numbers."

"I think it is very good. It helps bring the child out even when you can't reach him at home. This show seems to have the know-how to get the child to learn."

"I like the way they rhyme the words. It makes it easy for the kids to understand."

"I like the way it teaches the children the numbers and ABC's and different things. They seem to make them so interesting."

"I like the way they teach them the meaning of words and the words. I like the way they associate the words with different things."

"I think it's very nice for children. They learn numbers and words from watching it."

East Harlem -- Mothers' Comments on Sesame Street

"I think it's educational because it gives them more to think about than cartoons."

"It is learning through entertaining."

"I like their ideas on teaching the letters and numbers and also that children participate. It is very entertaining so that it doesn't seem like a study program."

"It gives them something to do and they learn at the same time instead of just watching those silly cartoons."

"I like it because of the different races shown. I think it is very educational -- it helps with ABC's, numbers, shapes, even teaches a different language."

It's well programed and it gets the message over to the children. Their technique is very good."

I like the songs and the fact that she can identify with some of the characters, and I also like the numbers."

I like the counting and the alphabet. He knows all his ABC's and he can count to 20."

I like the animation."

It teaches them sounds of words. It has helped my child a lot in self-control."

It keeps their minds real alert. They keep talking all the time about what one of the puppets said and how he sang this song or that song, and they remember the words."

not only keeps her busy, but she learns to relate things that they talk about on TV to the things around her."

like the way they form words and the way they break down words into syllables."

teaches the child to identify color, letters. It's on their level. Something that they can associate with."

ood program for children to learn what they need to know before they get into school."

ood program. Better than all those crazy cartoons because it is real."

East Harlem -- How Mothers Feel Previous Viewing of Sesame Street Helped Children Now in School

"Before she went to school she already knew how to count and say ABC's and also the shape of different objects. This made her a little advanced for school."

"They learned a lot. They learned to read and recognize words when they see them."

"They learned some things from Sesame Street that they ordinarily wouldn't have known."

"Because when they go to school they are all ready for the first grade because they know words, their ABC's and also their numbers."

"I tried to teach him how to read, but I couldn't make him understand. Now he knows words just by looking at the word."

"It has improved their reading ability."

"It makes them pay more attention to signs and things."

"They learned faster it seems and things were easier at school because they already knew a lot of things the teacher was teaching."

Chicago -- Childrens' Comments on Sesame Street

"I like to look at it. The Elephant and Big Bird... The Elephant has snow on him."

"I like all of them."

"Three, four, the horse."

"I like stories."

"I learned (he sings a song)... I like when they sing at the end."

"They play songs."

"I like when the three in the group sing and fight."

"I learned to count."

"I like the muppets."

I like the Monster... I like Oscar. He's funny."

"Oscar and Big Bird. I like them... I like the puppets."

"I love the Cookie Monster and the songs."

"I love Oscar and the Cookie Monster, and the frog. The way they sing and dance and the numbers and everything."

"I like the Big Bird. I think he's silly... And the puppets and Oscar in the trash can.

"Big Bird, he plays with the kids on Sesame Street. The Big Elephant. And the Cookie Man, he eats all the cookies. They play outside in the snow."

"I like all of it. Big Bird, he goes to sleep and then he gets up looking for everybody."

"I like the whole family."

"I like the one that makes the lights go off."

"I like the colors and the songs with the numbers, and the ugly Big Bird."

"I like the puppets and the big ugly bird and the dancing and singing."

Chicago -- Childrens' Comments on Sesame Street

"I like the frog and the Cookie Monster and the music."

"Oscar, Rover, Big Bird, Cookie Monster."

"Shoe from old Mother Hubbard."

"I learned the ABC's (recited them)."

"Big Bird. He throws the ball and the cookie man eats the cookies."

"I like Ernie and Bert, the Big Bird, the way she dances."

"I like Big Bird because he talks funny. Cookie Monster eats up all the cookies every time you lay 6 or 3 cookies on a table."

"I like Grumpy and Big Bird."

"I like Oscar. He doesn't like rain."

Chicago -- How Mothers Feel Previous Viewing of Sesame Street Helped Children Now in School

"It teaches them to share, cooperation and family living."

"When she started school, she already knew many things."

"She knew how to count."

"Well my nephew started school when he was four. He's now in second grade and he's on the 4th grade reading level. He knows how to count in Spanish. Yes, Sesame Street has helped him."

"It helps them with their lesson and their numbers, and how to pronounce the words more plainly."

"It helped him with the alphabet."

"It helped him with shapes, the alphabet and the numbers."

"It helped her a lot. She gets a lot of hints for her homework. If it wasn't for that show, I'd throw the TV out."

"Oh yes it helped. He likes to write letters. He takes a piece of paper and starts writing letters that he sees on TV, and he reads signs outside -- "danger" "exit", and he says he saw it on Sesame Street."

"She understood things before she went to school."

"It helps them a lot to read and write."

"He learned how to do math."

"It helped me to get them to do their homework. They'd watch it for a while, then they would do their homework."

"They learned the ABC's by watching Sesame Street. They learned how to count."

"My 11 year old speaks and understands English very well."

"It helped with the numbers."

"Watching it he has learned how to count better and his ABC's. They also got a poster from school with all the characters on it from Sesame Street and it taught him words."

"It helped him to pronounce words better. He has a speech problem. Sometimes it's hard for us to get through to them, but the program does."

Chicago -- How Mothers Feel Previous Viewing of Sesame Street Helped Children Now in School

"Because the things they learned on Sesame Street helped them to do better work when they started school."

"They are more aware now of what to expect when they reach school than when the program was not on TV."

"It helped her to learn how to count."

"The program is very beneficial. . . I think they should keep it on television."

"They learned words which were useful for school work."

"It is helping them with the letters -- to know them when they see them."

Chicago -- What Schoolaged Children Tell Mothers About The Electric Company

"Older children like this program better. They are in school and know what to do with the subject matter of this program."

"She likes Easy Reader, Bill Cosby. Easy Reader helps Clarisa to read."

"The children like watching at school on Tuesdays and Thursdays."

"They show some good pictures."

"It's fun."

"It has more words than Sesame Street. It helps me learn the sounds."

"They tell me the Electric Company is very good. They said it was an interesting program so I looked it up in the TV Guide."

"Likes the little kids dancing and singing."

"They like it. They like the cook."

"They like the one that cooks and the detective."

"They like the sounds and the cartoons and they sing."

"The English teacher recommended it."

"They like the songs and the dancing and the new words they teach. Especially the dancing. He also likes the riddles."

"She's older now and it's more interesting for her."

shington, D.C. -- Mothers' Comments on Sesame Street

"It's a nice program for children. It's funny."

"It's educational."

"They learn a lot from it -- speech and things like that."

"It's educational -- the alphabet, numbers, identifying things, children of different races playing together."

"It helps them to learn. It holds their interest, and there's no violence. It really helps them."

"It helps them get ready for school. They learn the ABC's and numbers."

"It has things the children can learn -- and no violence like the new programs."

"It's nice for them. It shows them games."

"It teaches them a lot. Even the 2 year old knows his ABC's and how to count."

"It's pretty interesting, helps keep studies up -- counting, how many are there. Sometimes they see things on TV that they're learning at school. They note that and repeat it with the set."

"The whole show is interesting. My 5 year old knows her ABC's -- knows and recognizes them. The show helps a lot."

"It's educational and entertaining."

"It helps them learn a lot -- how to count, spell, and they like to watch it.

"I like the way they use pictures and letters to familiarize them with words and especially they like characters."

"It's very educational. The songs and dances are very nice."

"It teaches counting, colors, ABC's, different shapes and sizes. Repeating after the show helps her learn words."

"I like the see and do portion."

Washington, D.C. -- Childrens' Comments on Sesame Street

"The puppets, my ABC's and my numbers. They helped me do my numbers."

"I like the elephant, the monsters. I like all of them."

"I like Big Bird."

"I like Big Bird, the house, the Cookie Monster."

"I like Oscar and Big Bird!"

"The chicken, the worm."

"I like Big Bird, Cookie Monster, Green Grouch, numbers, songs."

"I like numbers, letters, words, Big Bird, Muppets, Cookie Monster, Ernie and Bert."

"I talk with it."

"The ABC's. I like the puppets."

"[illegible] puppets, Big Bird, counting, spelling."

"The frog. I like the Cookie Monster."

"I like the Big Bird."

"I write. I like Big Bird."

"I like Ernie and Big Bird and Bert."

"I like muppets, Big Bird -- everything."

"Animals, counting, songs."

"I like Big Bird, Cookie Monster, songs, counting, alphabet."

"I like the animals, songs, the house."

"Cookie Monster."

"Big Bird, children."

"I like to look at it. I like the Big Bird. I like to see it on TV."

"I [illegible]ke it. Big Bird, numbers, 12345678, ABCDEFGH."

"ABC's."

Washington, D.C. -- What Schoolaged Children Tell Mothers About The Electric Company

"Likes it. They spell words and then get their definitions."

"They spell, say things they hear. They like it."

"He likes it. He hasn't told me much about it really, but I know he likes it."

"She likes the way they talk."

"They like it very much."

"They like the people on it. They say different words, in French and things."